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ABSTRACT

A staff development program was conducted to provide adult educators in Pennsylvania with information about adults with learning differences and information about using alternative instructional tools and techniques to instruct such adults. The following four training sessions were developed: (1) Teaching GED (General Educational Development) Math and Science to Adults with Learning Differences; (2) Teaching GED English and Social Studies to Adults with Learning Differences; (3) Helping Parents Work with Children Who Learn Differently; and (4) Using Mnemonics to Teach Adults with Learning Differences. A total of 63 staff development sessions were conducted in Pennsylvania's six regional professional development centers. More than 200 adult educators received staff development services for the first time, and advanced training was provided to more than 350 adult educators. Staff development services were provided through training sessions, video recordings, printed materials, classroom demonstrations and observations, a toll-free phone line, a newsletter, faxes, e-mail, and a Web site. In addition, a manual titled "Cooper Screening of Information Processing" (on the use of a learning problems diagnostic tool) was prepared and distributed to project participants. The project was determined to have helped improve adult education services in Pennsylvania and continued operating during 1999-2000. (Appended are a list of training dates and locations and a sample newsletter.) (MN)

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Statewide Staff Development Project:

Adults with Learning Differences

By Richard Cooper, Ph.D.

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Havertown, PA 19083
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Contract No. 99-99-9011
Contract Amount: $54,000.00
Final Report
1998-1999

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Abstract Page

Project No: 99-99-9011

Grant Recipient: Center for Alternative Learning
6 E. Eagle Rd.
Havertown, PA 19083
610-446-6126

Program Name: Statewide Staff Development Project: Adults with Learning Differences

Grant Allocation: $54,000

Project Period: July 1, 1998 to June 30, 1999

Project Director: Richard Cooper, Ph.D.

Project Purpose: The project proposed to provide adult educators in Pennsylvania with information about adults with learning differences and techniques for their instruction.

Project Outcomes: Adult educators in Pennsylvania who participated in the training activities have a better understanding of adults who learn differently and learned how to use alternative instructional tools and techniques for teaching.

Impact: The project helped to improve adult education services provided throughout the state of Pennsylvania to adults who learn differently

Training Developed: Four new training sessions were developed as part of this year's project:
1) *Teaching GED Math and Science to Adults with Learning Differences*
2) *Teaching GED English and Social Studies to Adults with Learning Differences*
3) *Helping Parents Work with Children Who Learn Differently,*
4) *Using Mnemonics to Teach Adults with Learning Difference*

Products Available: This final report and Manual for the Cooper Screening of Information Processing.

Project Continuation: The Pennsylvania Statewide Staff Development project will continue to operate during the academic year of 1999/2000.

Conclusion/Recommendations Program directors of many adult education programs state that there is a need to provide new teachers and volunteer tutors with a basic understanding of adults who learn differently. Additionally they have cited the need to provide advanced training for some staff at the local level so that they can help other adult educators assess and teach adults who learn differently.

Statewide Staff Development Project: Adults with Learning Differences

Introduction

The Statewide Staff Development project, conducted by the Center for Alternative Learning, proposed to provide adult educators in Pennsylvania with information about adults with learning differences and training in the use of alternative instructional techniques. The project began on July 1, 1998 and ended June 30, 1999. This project was a continuation of projects operated during the three previous academic years.

The project director and trainer was Dr. Richard Cooper, a nationally recognized expert in the field of learning disabilities. He worked with the coordinators of the six Professional Development Centers who received requests for training from adult educators in their regions. The coordinators and their staffs scheduled the training sessions and handled the logistics for the majority of the project's training sessions. Administrative and clerical support was provided by staff and volunteers at the Center for Alternative Learning.

Individuals who will find this report useful are staff development administrators who are interested in training adult educators and volunteer literacy tutors to better serve the needs of adults who have learning differences, problems and disabilities.

This report is available from the Adult Basic and Literacy Education's Resource Center where permanent copies are on file.

AdvancE State Literacy Resource Center
333 Market St., 11th Floor

Harrisburg, PA 17126-0333
800-992-9192 in Pennsylvania
717-783-9192 from outside PA

Fax: 717-783-5420

This report is also available from the:

Center for Alternative Learning
6 E. Eagle Rd.
Havertown, PA 19083
800-869-8336
610-446-6126
Fax: 610-446-6129

This report is online at the Center's web site at:

www.learningdifferences.com

Project Description

There were a number of notable developments in the field of learning disabilities during this academic year. The National Institute for Literacy's Adult Literacy and Learning Disabilities Center published the results of its six year project. Funding was awarded to four training hubs for that publication: *Bridges to Practice*. Welfare to work programs around the country identify learning disabilities as one of the barriers for employment for many adults. The National Institute of Health reports results of some of the research that it has funded on learning disabilities. The National Association for Adults with Special Learning Needs is a primary partner with the American Association of Adult and Continuing Education in the Galaxy II Conference, San Antonio, Texas in October 1999. Through the Statewide Staff Development Project: Adults with Learning Differences, adult educators and volunteer tutors were kept abreast of these and other developments in the field of special learning needs.

This staff development project serves as one model for the delivery of training by bringing specialized training to providers in the field through a number of delivery systems. Although the majority of training was conducted through presentations by Dr. Cooper, many more adult educators were impacted by the project through the information provided in the Learning disAbilities Newsletter and the instructional materials which were distributed to programs.

The design of the training included taking the expert to the teachers and volunteer tutors rather than have them come to the expert. This model reduces the total miles traveled while increasing the number of people who participated in the training. This design also allowed for the inclusion of students from local programs to participate in the training demonstrations and explanations about how to teach adults who learn differently.

Goals

The project had three goals: 1) To continue the staff development project, which began in the 1995/96 academic year, providing training to adult educators about individuals with learning differences, problems and disabilities. 2) To provide the adult educators in Pennsylvania with a wide range of staff development activities and instructional strategies for teaching students with learning differences. 3) To facilitate the flow of information from international, national, regional and state information centers to adult education providers in Pennsylvania.

Objectives

The project goals were to be achieved through the following objectives:

1. To operate a statewide staff development project in each of the six regional professional development centers which continues the training for adult educators in the 1995, 1996, and 1997 staff development projects.

2. To use a variety of staff development methods (training sessions, video recordings, printed materials, classroom demonstrations and observations, the 800 phone line, newsletter, fax, e-mail and web site) to achieve the competencies for adult educators identified by the Bureau of Adult Basic and Literacy Education.

3. To provide training to at least 200 adult educators who did not participate in the previous years' project and to provide advanced training to at least 350 adult educators.

4. To conduct a minimum of 60 staff development activities in the regional staff development centers and adult education agencies throughout the state.

5. To encourage the learning about and the development of instructional strategies and techniques matched to the individual's learning differences rather than to grade level.

6. To continue to improve the quality of the presentation printed material, overheads and video tapes used in the staff development training sessions.

7. To operate the staff development project incorporating the ABLE Guiding Principles for Staff Development.

8. To spend time weekly reviewing the many research projects that are being conducted around the nation and to share that information and information from the National Adult Literacy and Learning Disabilities Center, University of Kansas, Kansas State University and the National Institute of Health with adult educators in Pennsylvania.

9. To review the NALLD Center's "tool kit", renamed *Bridges to Practice*, and advise adult educators in Pennsylvania about the contents of *Bridges*. Likewise, to review and distribute information about the accommodations model developed by the researchers at the University of Kansas and Kansas State University.

10. To prepare and distribute to project participants a manual for the Cooper Screening of Information Processing.

11. To continue the course on learning differences which got off to a late start during the 1997/98 project year. Twenty-five adult educators will participate in the course and those completing all the course requirements will receive a certificate that they have demonstrated the competencies in the course.

12. To make information about this project and learning differences available on the Center's web site.

13. To prepare and submit a final report.

Procedures

The popularity of this staff development project has increased and Dr. Cooper spends approximately half of his time on the project. The availability of training and a description of the project were posted on the Center's web site and described in the *Learning disAbilities Newsletter*. During the first two months of the project, Dr. Cooper contacted the coordinators of the Professional Development Centers to discuss the specific training needs for adult educators in their regions.

This training session, *Characteristics of Adults Who Learn Differently*, which provides adult educators with an overview of learning differences, problems and disabilities was offered by individuals trained to deliver the module on learning differences. Dr. Cooper who wrote the module was available for

technical assistance for those providing the training through the Center's web site, e-mail and by phone.

Although it is highly recommended that individuals attend the initial training session, either during previous project years or by attending the module training, before they attend the other training offered through this project, adult educators could attend any training sessions since they stand alone and provided information about specific instructional strategies. The topics for these training sessions were determined by the staff of the host agency or the staff of the regional Professional Development Centers. Four new training sessions were added to the project. Descriptions of these training sessions were listed in the Learning disAbilities Newsletter and the Center's web site.

As in other training years, some agencies opened the training sessions to both teachers and learners. The responses from these sessions were very positive. The students reported that they learned much about themselves, and the teachers and tutors reported that observing the students' reactions to the information and techniques provided them with insights into the students' educational experiences and learning differences. This practice was continued when the topics and the facilities allowed for the inclusion of adult learners.

Another form of delivery for training about learning differences was the course on learning differences. Twenty adult educators around the state enrolled in the course. These adult educators attended some of Dr. Cooper's training sessions, viewed video tapes to cover topics not covered by the training sessions and instructional materials to use with their students.

Since Dr. Cooper served on the advisory board of the Accommodations Research Project in Kansas and the LVA training project funded through the National Institute for Literacy and the ALLD Center, he is in a unique position to monitor the latest research and activities in the field of learning disabilities.

Since there are now so many research projects about learning disabilities and neurological science, the knowledge about learning disabilities will grow at unprecedented rates. Dr. Cooper spent time most weeks reviewing the literature about the newest findings about learning problems. This information was incorporated into the training sessions.

Dr. Cooper's screening is currently being reviewed in many states through their participation of *Bridges to Practice*. Since the Cooper Screening for Information Processing was a product of previous 353 projects in Pennsylvania, it is available free of charge to adult educators in Pennsylvania and nationwide. In order to make the C-SIP more useful for adult educators, Dr. Cooper prepared a manual for the administration of the C-SIP, thus making it an easier tool to use.

Participants in the training sessions report that the many learning tools which Dr. Cooper has developed and distributes at the training sessions are most helpful and enable them to implement alternative instructional techniques quickly. At each of the training sessions, each participant received copies of simple instructional tools which Dr. Cooper has found helpful for teaching adults with learning differences. In addition, he provided programs with copies of articles about learning differences and books which explain the use of the various learning tools and alternative instructional methods.

The Learning disAbilities Newsletter was distributed to all the funded adult education programs and distributed to all training participants. The Newsletter is now available on the Center's web site and can be downloaded from the site. The Center's staff encouraged adult education agencies to duplicate and distribute the Newsletter to all their teachers and tutors.

The 800, or toll free, phone line was installed as part of the 1995/96 project and it has been a valuable resource for the project. Access to the toll free number encourages adult educators to call and inquire about training and

request assistance for working with students. Although most of the scheduling for the project was done through the Professional Development Centers, many adult educators called the Center for Alternative Learning to discuss training topics before formally requesting the training. The phone line has an answering machine attached to it so that teachers can make inquires or ask questions at their convenience, twenty four hours a day. The toll free phone line has been and will continue to be an important component of the statewide staff development project because teachers do not hesitate to call for information.

The Center's web site (www.learningdifferences.com) contains information about the statewide staff development project, Dr. Cooper's training schedule and the Learning disAbilities Newsletter. The staff at the Center continued to add information about learning differences to the site so that adult educators who have access to the Internet were able to quickly and inexpensively access the information.

Dr. Cooper screened students of adult education programs at the Center for Alternative Learning and at programs through the state. The screening demonstrations were scheduled in other areas of the state when requested. Dr. Cooper also conducted specific training sessions to demonstrate techniques and consult with teachers about students.

Project Objectives Which Were Met

1. The object to operate a statewide staff development project in each of the six regional professional development centers was met. It continued the training for adult educators in the 1995, 1996, and 1997 staff development projects with many participants attending advanced training.

2. The second objective to use a variety of staff development methods was met. Staff development was provided through training sessions, video

recordings, printed materials, classroom demonstrations and observations, the 800 phone line, newsletter, fax, e-mail and web site.

3. The number of participants in this year's project again exceeded expectations. The project proposed to provide training to at least 200 adult educators who did not participate in the previous year's project and to provide advanced training to at least 350 adult educators.

4. The objective to conduct a minimum of 60 staff development activities in the regional staff development centers and adult education agencies throughout the state was met and exceeded. Dr. Cooper conducted 63 training sessions. Some of these sessions were conducted for individuals from many agencies in the Professional Development Center regions and others were conducted at agencies for their staff, teachers and volunteers. The primary method of training was presentations by Dr. Richard Cooper. All requests for training were scheduled and completed at the convenience of the regional Professional Development Centers and/or local agencies on weekdays, evenings and Saturdays. Only one scheduled training session had to be postponed due to a scheduling conflict; it was rescheduled and offered within the same week as it was originally scheduled.

5. The fifth objective was met. This objective proposed to encourage adult educators to learn about and use alternative instructional techniques which Dr. Cooper has developed for teaching adults with learning differences. These techniques emphasize how the learner processes information rather than to grade level.

6. The sixth objective to continue to improve the quality of the presentation printed material, overheads and video tapes used in the staff development training sessions was met through a philosophy of continuous quality improvement. Each time training tools were replenished for the project,

they were evaluated based on feedback form the project participants. When improvements were recommended and possible, they were made, thus improving the quality of the training and instructional tools.

7. The objective to operate the staff development project incorporating the ABLE Guiding Principles for Staff Development was met through planning and on-going evaluation of the project .

8. The eighth objective to spend time weekly reviewing the many research projects that are being conducted around the nation and to share that information, was met. Dr. Cooper monitored the field of learning disabilities by reviewing newsletters from many organizations and by accessing information on the Internet.

9. The publication of the NALLD Center's "tool kit", renamed *Bridges to Practice* was the culmination of a multi-year project. Since Dr. Cooper's Screening and some of his techniques are included in the *Bridges* project, he remained on the sidelines of this project. However, Dr. Cooper has followed this project from its beginning as a concept (he was one of the proposal readers) and has continued to monitor its progress through contacts and meetings with the project staff and finally served on the advisory board of the LVA and Laubach hub funded training for *Bridges to Practice*. When Pennsylvania looked at the *Bridges to Practice* training, he participated in the Learning Disabilities Task Force to evaluate how adult educators might use this resource

10. The objective to prepare and distribute to project participants a manual for the Cooper Screening of Information Processing was met with the preparation of an administrator's manual which will be distributed to adult educators who request it. The Manual will also be posted on the Center's web site.

11. The objective to continue the course on learning differences was met with the distribution of video tapes and instructional materials to those who enrolled in the course.

12. The objective to make information about this project and learning differences available on the Center's web site was met. The current and past Learning disAbilities Newsletters which contain information about the project is available on the web site. We continue to post information about learning differences to the web site.

13. This final report was submitted to meet the last objective of the project.

Objectives Which Were Not Met

Although all the objectives were met, the course was not delivered as anticipated in the original proposal. Instead of course participants getting together as proposed, the adult educators completed the course as an independent study. They viewed video tapes of Dr. Cooper's presentations and instruction techniques and worked with instructional material which he supplied to them. All the participants of the course participated in at least one training during this academic year and many contacted Dr. Cooper through e-mail or by phone to discuss the materials and the use of the materials with their students

Evaluation

At the end of each session, Dr. Cooper asked each participant for feedback on the content and the presentation. The feedback was very positive with adult educators stating that the materials provided at the training sessions and the explanation on how to use them to meet the specific learning needs of their students were most helpful because they could implement alternative instructional techniques immediately.

Evaluation instruments were provided by the coordinators of the Professional Development Centers. Each project participant completed an evaluation form. At the end of each session, Dr. Cooper reviewed these evaluations to note comments which could be used to improve future training sessions. The evaluations showed that most of the participants found the training helpful and practical. In some of the training, a few participants reported that the training did not meet their needs because the students they teach do not have learning problems.

The external evaluator, Sondra Wiggins, attended a number of training sessions and reviewed random samples of the evaluations completed by training session participants and interviewed Dr. Cooper about the project. She also talked with some adult education program directors about their need for training on adults with learning differences. She reported:

> Dr. Richard Cooper's continuing Staff Development Project for 1998-1999 has been successful in meeting all his goals and most of his objectives as he has provided training, resources, and personal support to adult education instructors and agencies as he traveled back and forth across the state of Pennsylvania. He provided new and old staff development activities and strategies from his wide repertoire of experience and resources. He regularly refined and edited his materials to meet the changing needs of students with learning differences. In addition, he continued to create new materials, resources and strategies. Adult education personnel have responded favorably to his presentations as well as to his materials. He continued to provide information and materials that met the instructors' needs so they can effectively meet their students' needs.
>
> Dr. Cooper has effectively provided information from international, national, state, and regional conferences and resources in a variety of ways. In written form, he uses his newsletters, the "learningdifferences.com" Internet web site, e-mail, fax, and articles written for publication, such as for "The Buzz". Individually, he is able to share in his training

sessions, by phone, and through personal interaction with interested instructors, agencies, and project participants on specific concerns.

Dr. Cooper continued to be an example and encourager to adult education personnel on assessing the different ways individual students learn and then adapting instruction to meet their goals. His personal experiences and growing source of instructional strategies and materials continued to motivate adult education staff throughout the state. The Staff Development Project specifically enabled interested educators to explore and use his materials and strategies in depth along with the opportunity to interact with him individually as needed. The busy schedules of the participants made it hard to meet as a group; however, many interacted with each other at regional and state training sessions and conferences. Most participants benefited from being able to work at their own pace, receiving samples of his resources. After gaining hands-on understanding, most participants were able to successfully incorporate appropriate resources and strategies into their educational plans.

Dissemination

Copies of this report are permanently on file at the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. Copies can be obtain for review by contacting the AdvancE. This report is also available from the Center for Alternative Learning and has been added to the Center's web site at www.learningdifferences.com.

This staff development project is further disseminated through Dr. Cooper's work around the country. The training sessions which are offered as part of this project were developed by him and he presents these same training sessions at national conferences and for adult education programs and agencies in many states who contract for his services.

Appendices

Statewide Staff Development Project

1998/99 Training Sessions

9/15	C-SIP Screening Demonstration	PUPIL	Philadelphia
10/6	C-SIP Screening Demonstration	OIC	Carlisle
10/26	Tic Tac Toe Math	Literacy Council	Oil City
10/27	Mnemonic Techniques	JCCEOA	Punxsutawney
10/28	Teaching GED Math and Science	ARIN	Indiana
10/29	Sight/Sound and Math Techniques	Literacy Council	Titusville
10/29	Alternative Study Skills	Literacy Council	Meadville
10/30	Mnemonic Techniques	Adult Literacy Action	Beaver
11/10	C-SIP Screening Demonstration	Literacy Council	Norristown
11/11	ESL and Learning Problems	Literacy Council	Kenneth Square
11/13	Teaching Reading	GPLC	McKeesport
11/14	Questions and Answers	GPLC	East Liberty
11/17	C-SIP Screening Demonstration	Literacy Council	Chambersburg
11/17	Mnemonics Techniques	Literacy Council	Chambersburg
11/23	C-SIP Screening Demonstration	OIC	West Chester
11/24	Teaching Reading	Center	Havertown
12/1	Teaching Reading	Literacy Council	Willow Grove

12/4	Reading Comprehension	MCOL	Philadelphia
12/9	Helping Parents of LD Children	ARIN	Indiana
12/11	Vocabulary Development	MCOL	Philadelphia
12/14	Teaching Demonstration	OIC	West Chester
1/5	Questions and Answers	Literacy Council	DuBois
1/6	Reading Techniques	Regional Training	Williamsport
1/7	Reading Techniques	Inmate Tutors	Rockview
1/7	Alternative Learning Techniques	Corrections Staff	Rockview
1/8	Helping Parents of LD Children	MCOL	Philadelphia
1/15	Alternative Study Skills	MCOL	Philadelphia
1/16	Questions and Answers	Wayne/Pike Lit Co.	Hawley
1/19	C-SIP Screening Demonstration	Literacy	Reading
1/25	C-SIP Screening Demonstration	Literacy Council	Norristown
2/1	Reading Techniques Demonstration	Literacy Council	Reading
2/4	Teaching GED Math & Science	PAACE	Hershey
2/5	ESL and Learning Problems	PAACE	Hershey
2/10	ESL and Learning Problems	Center	Havertown
2/11	Adult Literacy and LD	Teleconference	Exton
2/24	Mnemonic Techniques	ARIN	Indiana
2/25	Mnemonic Techniques	Literacy Council	Meadville
2/25	Questions and Answers	Literacy Corps	Meadville
2/27	Employment Skills	Literacy Council	Reading

3/1	Teaching Reading	Literacy Council	Lancaster
3/2	Tic Tac Toe Math	Literacy Council	Willow Grove
3/16	Reading Techniques	YWCA	Pottstown
3/16	Reading Techniques	YWCA	Pottstown
4/7	Teaching GED English & Soc. Stud	ARIN	Indiana
4/8	C-SIP and Teaching Techniques	Even Start	Mon Valley
4/12	C-SIP Screening Demonstration	AYS	Ebensburg
4/12	Reading Comprehension	Com. Ed. Center	Altoona
4/19	Study Skills	JCCEOA	Punxsutawney
4/20	Teaching Reading	Venango Co.	Oil City
4/21	Tic Tac Toe Math	NWPDC	Erie
4/22	Reading Comprehension	YMCA	McKeesport
4/22	Teaching Low Level Adults	READ	Meadville
4/23	C-SIP Demonstration	SW & NW PDC's	Gibsonia
4/24	Teaching Math	GPLC	East Liberty
4/27	Questions and Answers	Bradford Co.	Towanda
4/29	Teaching Math	Susquehanna Co.	Montrose
5/4	GED Math & Science	TIU	Lewistown
5/5	C-SIP Demonstration	TIU	Lewistown
5/5	GED English and Social Studies	TIU	Lewistown
5/8	Reading & Spelling	GPLC	Gibsonia
5/18	Teaching GED Science	Susquehanna Co.	Montrose
6/1	C-SIP Demonstration	Literacy Council	Willow Grove

6/5	The Racing Mind and Spelling	GPLC	East Liberty
6/19	Teaching Reading and Spelling	GPLC	South Side
6/24	Questions and Answers	Susquehanna Co.	Montrose

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Serving Those Who Learn Differently

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www.learningdifferences.com

Tic Tac Toe Math Research Project

The Tic Tac Toe Math method developed by Dr. Cooper is now 13 years old. He reports that he developed the technique for middle school students who were frustrated and embarrassed because they did not know their times tables. Tic Tac Toe Math uses visual patterns rather than rote memory for doing multiplication. The basic system consists of 9 tic tac toe grids. These grids can be made into the times tables for any number. Students who learn and use Tic Tac Toe Math can easily form multi-digit times tables for solving long division problems. Five years ago Dr. Cooper developed the cube of Tic Tac Toe Math but he had not found any use for it so it has remained as an interesting set of patterns which he would occasionally play with. Then three months ago he found a way to use the TTT cube for teaching and solving fractions. With renewed interest, Dr. Cooper began to experiment with the cube. He has showed the cube to adult students and colleagues. Individuals who understand Tic Tac Toe Math and can form the basic grids are excited to see the patterns in the cube and how easy it is to use the cube for fractions and percentages. Dr. Cooper is working on a new workbook, Advanced Tic Tac Toe Math, The Cube. This workbook will be available in September of this year.

The research project on Tic Tac Toe Math has produced an interesting bit of information. One of the reasons students say they use Tic Toe Math is because they can. Implied in this, and sometimes stated, is that they can and others cannot. This provides many individuals with a change in self-image from I can't learn to I can learn.

If you are a student or a teacher who has tried or used Tic Tac Toe Math, we would like to hear from you. We want to know the success stories and the not so successful stories. You can either write us by regular mail or e-mail describing your experience with Tic Tac Toe Math or you can arrange for a phone interview with a member of our staff.

NAASLN

Dr. Cooper will be making two presentations at the Galaxy II Adult Education conference in San Antonio, Texas: one on alternative study skills and the other on math techniques. For more information about the Summit and the conference, visit the web site www.albany.edu/aaace/conferences/annual.html

Center For Alternative Learning

The Center continues to provide services to adults with learning differences and adults who have limited English skills. We are looking for individuals in Southeastern Pennsylvania who have learning problems. Students who are willing to participate will be screened for learning problems and take part in instruction which will be measured to gather data on the effectiveness of the learning materials developed by Dr. Cooper. If you would like to participate or know someone you would like to refer to our program, contact our office at 610-446-6126.

Special Thanks

We want to send a special thanks to John and Dorothy Cooper, Dr. Cooper's parents, for the help they have provided: room and board while he is on the road in Western Pennsylvania and help with special projects like the dividing of the ceiling lights at the Center to help conserve electricity, converting talking calculators, and much, much more.

Up-Coming Presentations by Dr. Cooper

June 8 Central New York Staff Development, Syracuse, NY *1) Teaching Reading, Writing, and Math, 2) Alternative Study Skills, 3) Employability Skills*

July 7, 8 & 9 Kansas Adult Education Summer Institute, Manhattan, KS *Six Sessions on Learning Differences and Alternative Instructional Techniques*

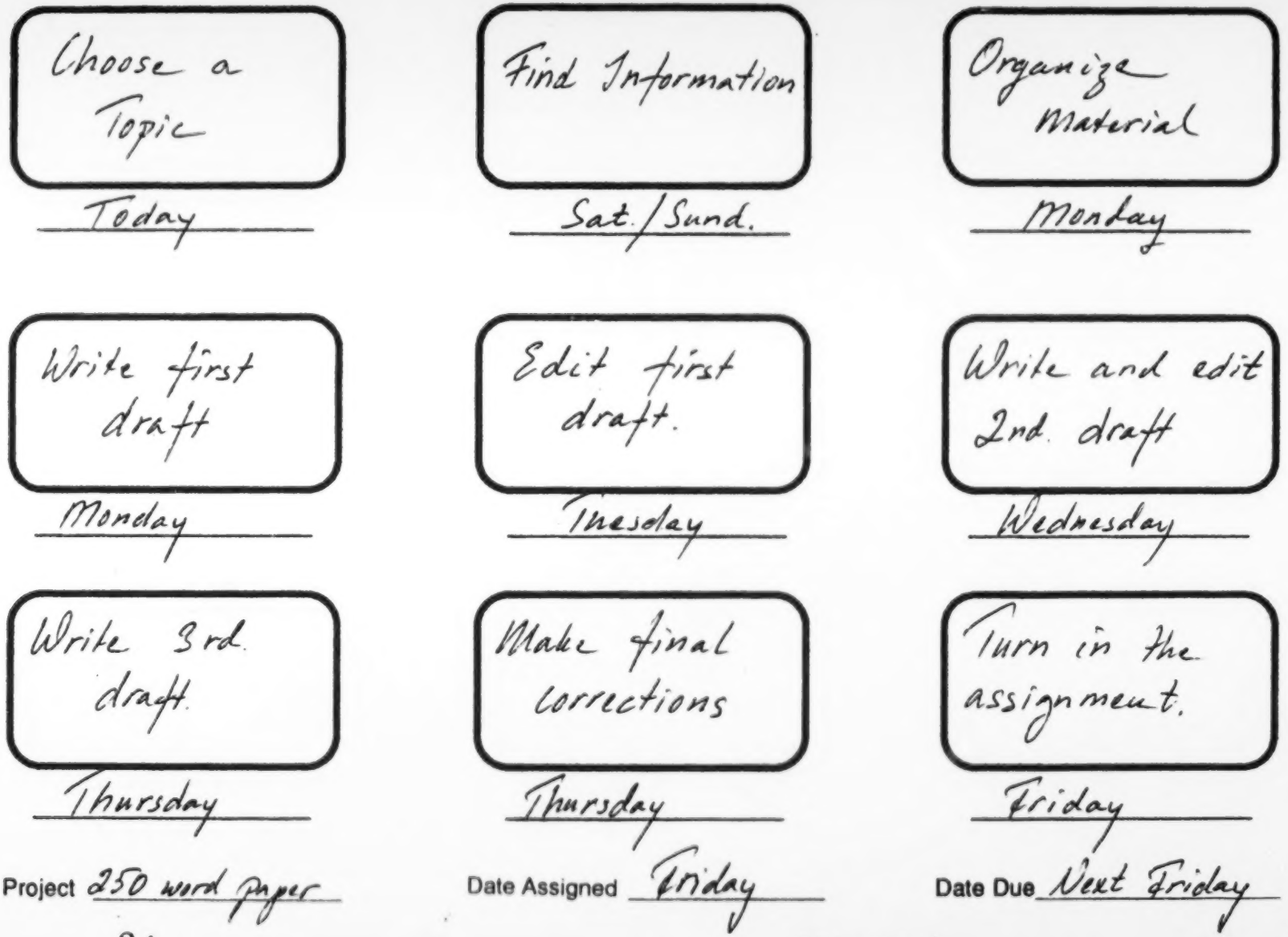
July 19 & 21 Upper Darby School District. Upper Darby, PA *Teaching Math to Children with Learning Problems*

August 16 & 18 Upper Darby School District. Upper Darby, PA *Teaching Reading to Children with Learning Problems*

October 13 & 14 Galaxy II Adult Education Conference, San Antonio, TX *Alternative Study Skills and Alternative Math Techniques*

November 10 & 11 Literacy Volunteers of America's Annual Conference, Nashville, TN *1) Pre Conference Workshop: Alternative Instructional Materials for Adults who Learn Differently 2) (For Adult Students) Straight Talk about How Adults Learn Differently, 3) Alternative Materials for Teaching Reading and Writing*

Personal Project Planner



Project 250 word paper

Date Assigned Friday

Date Due Next Friday

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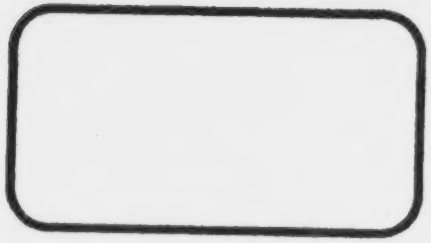
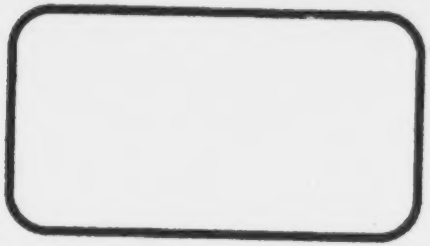
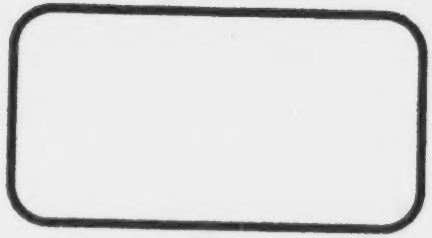
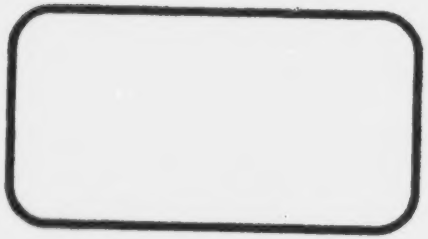
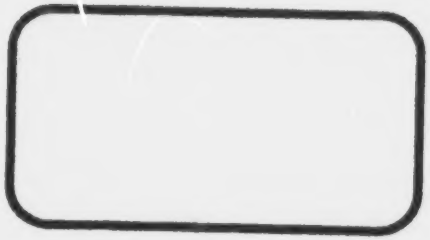
Personal Project Planner

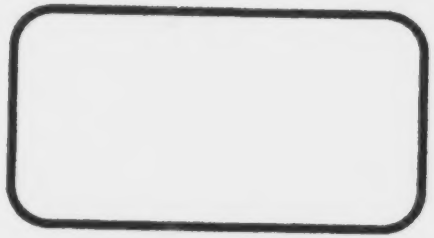


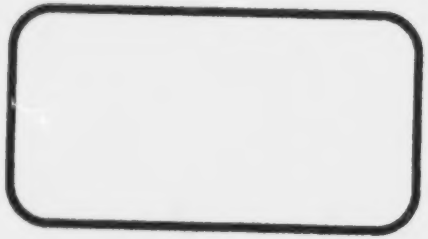


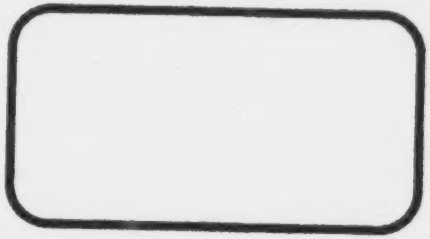


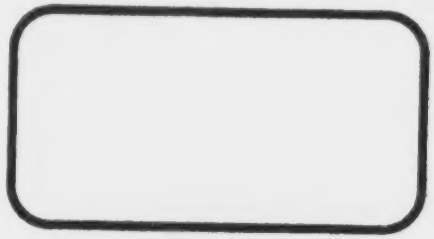












Project _____

Date Assigned _____

Date Due _____

Pennsylvania Statewide Staff Development Project

Dr. Cooper will conduct three training sessions in June for adult education programs around the state. We have applied again this year to the Department of Education, Adult Basic and Literacy Education to operate the staff development during the next academic year. If funding is approved, Dr. Cooper will be available to conduct training during July and August for those agencies which find it convenient to offer training to teachers and volunteer tutors during the summer months.

During the past year, Dr. Cooper conducted many demonstrations of his screening and instructional techniques which he has developed. The demonstrations are an alternative to workshop type training sessions. Teachers and tutors who have participated in these demonstrations report that seeing the techniques in action increases their understanding of the techniques and how alternative techniques can be used to match a student's thought patterns. Teachers and tutors can contact Dr. Cooper at **1-800-869-8336** to inquire about alternative techniques or to ask questions about their students. The Center's web site (www.learningdifferences.com) is another way to contact Dr. Cooper and obtain information about learning differences, problems and disabilities.

June Training Schedule

June 1	Willow Grove Literacy *Cooper Screening of Information Processing*	7:30 - 9:00 Willow Grove
June 5	Greater Pittsburgh Literacy Council *Study and Spelling Techniques*	9:30 - 11:30 East Liberty
June 24	Susquehanna Co Literacy Council *Questions and Answers about Adults with Learning Problems*	5:30 - 8:30 Montrose

Questions & Answers

Q) *The adult I am tutoring can barely read. He looks a word and does not know it but if he spells it out he is often able to get it. What is this and how can I help him to learn to read?*

A) Spelling out words is a primitive decoding technique which some poor readers use to figure out words. It is primitive because it is not based on the structure of language and limits the person because it takes a long time to figure out a word and the person cannot remember that many words. The first thing you do is to explain that this is one technique for word recognition, but there are others that the person needs to learn. Second, you should encourage the student not to spell out the words. If the person finds it difficult to break the habit of spelling out the words, then provide the person with clues about how to recognize the word without spelling it. Also provide the student with a list of large words which he/she does not know and have the person practice reading these words to develop the good habit of using other word attack skills or sight recognition.

The One number parents can call:
1-800-986-4550
The Special Kids Network
Making Connections for Pennsylvania's Children with Special Health Care Needs
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Using Patterns to Learn

Many students who have weak language skills appear to do well with patterns. I have observed many students with reading, writing, spelling and math problems who are able to succeed academically because of their ability to learn the information they need to know by finding patterns in the material or by placing that information in to the form of patterns. An example of this is Tic Tac Toe Math which uses visual patterns as an alternative for the memorization of the times tables. Some individuals learn this system very easily and it appears to be because they are able to recognize and remember patterns well. Another example is using the pattern of **HTO** for understanding and reading large numbers. The pattern of **H**undreds, **T**ens and **O**nes is easier for some students to remember than to remember the names of the place values such as hundred million, ten thousand etc. In language, I have found that putting the parts of speech into positions which allow students to see the patterns in sentences help them to understand the structure of language. (The Parts of Speech Pattern was included in the July, 1998 Newsletter, Vol.15 No.4) The use of stacking as a spelling technique is another example of how visual patterns in words can be used as a memory aid.

Many individuals are able to use auditory patterns for learning. An example of this is the sequence of tones made when dialing a push button phone. The person knows that the right number has been dialed because it sounds correct.

Dr. Cooper is interested in information about the use of patterns. If you are an individual who uses patterns to learn or teach, he would like to discuss your experiences and techniques. Please call 1-800-869-8336. Dr. Cooper is collecting examples of pattern learning and teaching for inclusion in an article which he is preparing.

Personal Project Planner

Individuals who are not naturally talented at organization often find it difficult to complete tasks which require a number of steps. Dr. Cooper has found that there are two underlying problems that many people have with completing tasks: 1) their limited skills in doing task analysis (identifying all of the steps involved in a project) and 2) their poor planning skills. He has designed the Personal Project Planner as a simple tool to assist individuals to learn how to identify the steps or parts of a project and schedule the work for each step. Two copies are included in this newsletter: one is blank and the other is completed to illustrate how to use the Personal Project Planner.

The person using the PPP fills in the Project Title, the Date Assigned and the Due Date. Then he or she places one task or step of a project in each box. After all the steps are listed, the person places times for the completion of each task on the line under the boxes. The Planner should be placed in a location where the person can review it often to check that he or she is on schedule.

Many individuals need to make a couple of drafts of the planner because the first time through, he or she might miss some steps of the project. If you review the example page which is included, you can see that the person may need to combine two pages to expand the number of times the person needs to rewrite a written assignment. By taping two or more pages together the student can plan all the revisions that might be needed to write.

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